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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

September 6, 2002



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Update on the No Child Left Behind Act Including Information on State Board of Education's Responsibilities and Time Line

A brief overview of the No Child Left Behind Act of 2001 (NCLB) was provided to the State Board of Education at the May and August 2002 meetings. This reauthorization of the Elementary and Secondary Act provides to Michigan over \$600 million for the 2002-2003 school year. The law embodies four key principles: (1) accountability; (2) flexibility; (3) choice; and (4) scientifically proven methods. Michigan's NCLB performance goals are:

1. By 2013-2014, all students will reach high standards in reading/language arts and math.
2. All limited English proficient students will become proficient in English and reach high academic standards.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

It should be noted that while ESEA provides additional needed funds to the field, the general fund budget reduction of over 33%, the early retirement loss of 66 employees and the Governor only allowing the Department to fill 26 positions, coupled with the early reductions this Department has taken, severely cripples our ability to fulfill the spirit intent of the law. Staff is to be commended for the efforts they have made to date. Secretary of Education, Rod Paige has implored the Governor to provide adequate resources to the Department of Education to fulfill this mandate.

A preliminary list of activities that must be accomplished related to No Child Left Behind is attached. The chart indicates required administrative and/or Board actions and anticipated collaborations with other state agencies and other key stakeholders. This list was excerpted from the Consolidated Application and is listed in chronological order. It does not represent a complete list of activities currently in process or what must be done in the future. It is a listing of the tasks delineated in the initial Application as requested by the U. S. Department of Education (USED). Department staff is currently working to develop a more complete management structure to include a detailed listing of tasks, persons responsible, and projected timelines. Again, given the 1, 200 page NCLB law and the incomplete regulations and guidelines we are attempting to land a plane as we are building the airport.

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Other activities or issues:

- Continued development of the NCLB Power Point presentation with Ingham, Oakland, and MAISA support. Projected date of completion: September 16, 2002. This will be posted to the MDE website when complete. Check the homepage www.michigan.gov/mde and click on No Child Left Behind on the right hand column. All new information posted on the web related to NCLB will be listed under What's New.
- Under this new legislation, the MDE is no longer an Ed Flex state. NCLB provides a great deal of flexibility for the state and districts. If a waiver is needed, the Department will submit a written request to USED.

PRELIMINARY
2002-2003 SCHOOL YEAR
NO CHILD LEFT BEHIND TIME LINE

Target Month/Year	Activity	Administrative	Requires Board Action
August 2002	A series of four or five regional meetings will be held throughout the state, to which interested educators and other parties will be invited, for the purpose of reviewing the recommended grade-level assignment of benchmarks developed by the summer work teams.	✓ (MDE and Treasury)	
August 2002	Submit the Teacher and Principal Training and Recruiting Fund (Title II, Part A, Subpart 3) selection criteria and request for proposals for approval by the SBE.		✓
September 2002	A group of subject-matter and assessment experts will be convened to review the recommendations of the summer work teams, as well as the comments and suggestions from the regional meetings. This group will make final recommendations to the Office of Educational Assessment.	✓ (MDE and Treasury)	
September 2002	An advisory group of subject area and assessment experts (e.g., content area professional organizations and universities) will review recommendations for each content area, regarding the appropriate grade level at which to assess each benchmark.	✓ (MDE and Treasury)	
September 2002	Guidance will be issued at the beginning of school year 2002-03 to inform LEAs that LEP students must be tested in all five domains of comprehension, reading, writing, speaking and listening. The guidance will also recommend a specific assessment, such as Woodcock-Munoz Language Survey, for LEAs that do not currently have an assessment program for English language proficiency.	✓	
September 2002	Request for the Teacher and Principle Training and Recruiting Fund—subgrants to eligible partnerships (Title II, Part A, Subpart 3) proposals will be distributed and proposals received from applicants.	✓	

September 2002	MDE will announce the competitive grant program for the Enhanced Education Through Technology (Title II, Part D) funds.	✓ (MDE and MVU)	✓ (approve criteria)
September 2002	MDE will apply for Title IV, Part A, section 4126 (Community Service Grants) and submit the specific information requested (i.e. time line, selection criteria and priorities). MDE will develop a plan in consultation with the Governor to apply for these funds	✓ (Governor's Ofc. and MDE)	✓ (approve criteria)
September 2002	Baseline data for teachers and paraprofessionals collected by CEPI (REP) will be reported.	✓	
September 2002	Convene state-level professional organizations that provide professional development for the purpose of developing an updated vision of quality and seek commitment to align activities with high standards of professional development.	✓	✓ (spring)
September 2002	MDE will electronically post and advertise areas of teacher shortage and will provide links to job placement services. CEPI through the REP will provide teacher shortage data.	✓	
September 2002	<p>MDE will convene all key stakeholders in early Fall 2002 to set in motion the design and implementation of four state activities as described in section 2113 (c). The activities may include the following, but the various stakeholders will determine the specific activities in the fall. The final plan will support Title I programs.</p> <p>1) Developing systems to measure the effectiveness of specific professional development programs and strategies to document gains in student academic achievement or increases in teacher mastery in deep understanding of content; 2) Developing and assisting local educational agencies in the development and use of proven, innovative strategies to deliver intensive professional development programs; 3) Supporting activities that ensure that teachers are able to use challenging State academic content standards and 4) Establishing and operating a center that designs and carries out programs to improve teacher recruitment and retention.</p>	✓	

September 2002	Michigan will apply for a competitive grant under Title VI Flexibility and Accountability, Section 6112 to enhance its capability to serve and assess Limited English Proficient students and students with disabilities.	✓	
September 2002	Complete review/revision of technology standards and align with the National Educational Technology Standards for Students developed by the International Society for Technology in Education in collaboration with U. S. Department of Education.	✓	✓
September 2002	Develop a process and tool for assessing the level of awareness and understanding by teachers of the technology content standards.	✓	
September 2002	Develop an instrument to assess student level of proficiency for the technology standards.	✓ (MDE and Treasury)	
September 2002	Linkage between Michigan's accreditation system and No Child Left Behind regarding achievement measures and levels will be put in place.	✓	✓
October 2002	Conduct regional professional learning sessions on MDE's updated professional development vision and Standards.	✓	
October 2002	Begin development of performance targets and baseline data related to the five performance goals.	✓	
November 2002	A final document indicating at which grade levels specific reading/language arts and mathematics benchmarks will be assessed will be disseminated to school districts throughout the state. This document will form the basis for beginning to develop the grades 3-8 and high school the tests to be developed.	✓ (MDE and Treasury)	
November 2002	A final set of assessment recommendations will be sent to each school district. The Michigan Departments of Treasury and Education will conduct regional meetings throughout the state, inviting interested districts, schools, and other persons to comment on the recommendations for assessing certain benchmarks at certain grade levels. Modifications may be made as a result of this process.	✓ (MDE and Treasury)	

November 2002	The office administering the McKinney-Veneto Act will develop a complete plan in the next six months to specifically describe how LEAs will become informed about the requirement and role of the staff liaison for students in homeless situations. It will describe the federal programs and other agencies that will be involved in developing and disseminating this information.	✓	
November 2002	Peer-review and recommendations for funding of the Teacher and Principal Training and Recruiting Fund (Title II, Part A, Subpart 3) proposals will be made to the Superintendent of Public Instruction.	✓	
December 2002	Funding awards of the Teacher and Principal Training and Recruiting Fund (Title II, Part A, Subpart 3) will be announced.	✓	
December 2002	Awards for the Enhanced Education Through Technology competitive grant program should be made.	✓	
December 2002	Grants for the 21st Century Community Learning Centers (CCLC) (Title IV, Part B) awarded.	✓	
December 2002	MDE will convene a forum to allow teacher preparation institutions to share information and demonstrate the features of alternative route teacher preparation programs offered for teacher certification. MDE will identify and make accessible modules and other resources to aid the achievement of instructional goals for student learning.	✓	
December 2002	Data collected by CEPI for the Registry of Educational Personnel (REP) for schools in high poverty areas and those identified as in need of improvement will be audited by MDE against the License 2000 database in December 2002 to identify teachers who do not have the appropriate level certificate and endorsement for their teaching assignment or are employed in an approved area of teacher shortage under section 1233b of the Michigan School Code.	✓	
December 2002	Develop and adopt standards for mentoring and induction of new teachers.	✓	✓

December 2002	Michigan will use state assessment data (MEAP and MI-Access) collected and housed by CEPI's STAR data to set baselines for Adequate Yearly Progress (AYP) as required by the federal statute. In addition, the state will collect and report the baseline data for its accountability system, Education Yes!, and provide this information to schools and LEAs.	✓	✓
December 2002	The SBE appointed Accreditation Advisory Committee will be meeting to make recommendations about the specific achievement measures and levels that will be used for the accountability system. The measurements and calculations will be completed and reported to schools and school districts.	✓	✓
December 2002	Information on the percentage of Comprehensive School Reform schools that meet or exceed the proficient level of performance on State assessments in reading and mathematics will be available.	✓	
December 2002	Develop a plan and associated materials for providing professional development for teachers and administrators about the technology standards and how to implement them within the context of their curriculum.	✓	
December 2002	Begin to gather baseline assessment data on student proficiencies of the state technology standards.	✓	
December 2002	Develop a time line and target percentages for students meeting technology standards.	✓	
December 2002	MDE and the Office of Drug Control Policy will complete a comprehensive needs assessment and then develop Michigan's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1.	✓ (MDE and Office of Drug Control Policy)	
January 2003	Provide to U. S. Department of Education how the State calculated its "starting point" as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.	✓	

January 2003	Provide to the U. S. Department of Education MDE's definition of adequate yearly progress.	✓	✓
January 2003	Provide to U. S. Department of Education the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which desegregated data are used and justify this determination.	✓	
April 2003	MDE will continue to involve staff from the Governor's Office and the State Budget Office in the on-going development and implementation of Michigan's plan. MDE will submit to the Governor's Office and the State Budget Office a draft of the NCLB material (required to be submitted to the U. S. Department of Education by May 2003) for review.	✓	
May 2003	Submit the performance targets and baseline data related to the five performance goals.	✓	
May 2003	A test development contractor will be employed to develop pilot assessments based on the recommended grade level alignment of benchmarks. Initial test development will focus on reading/language arts and mathematics. Test development will include not only new tests to cover those grade levels not currently included in the Michigan Educational Assessment Program (that is, grades 3 and 6) but may also include the revision of the current MEAP tests administered in grades 4, 5, 7, 8, and 11. The latter may be necessary because the current MEAP tests are cumulative; that is, the tests assess material covered in the grades leading up to the grade in which the actual testing occurs. Testing at every grade, 3-8 will allow content to be assessed that is more specific to each grade level.	✓ (MDE and Treasury)	
May 2003	After consultation with MEAP, an advisory group of practitioners, and the Students with Disabilities Assessment Advisory Committee, data will be accumulated by CEPI through the Single Record Student Database and studied by the MEAP staff during 2002-03 school year to determine if it is feasible and necessary to administer the MEAP and MI-Access assessments in a language other than English.	✓ (MDE and Treasury)	

May 2003	MDE will convene an advisory group of stakeholders, including experts representing students who are special education students and LEP students, to produce a draft of English language standards during the 2002-03 school year. The draft of English language standards will be submitted to the State Board of Education and to the U. S. Department of Education for review.	✓	✓
May 2003	Department of Career Development will develop a CD-ROM tool for teachers to show the linkage of the six career pathways, the state's mathematics benchmarks, and the Secretary's Commission on Achieving Necessary Skills (SCANS) document for courses taught in the automotive fields. In development are links to standards for courses in construction, information technology, natural resources, and manufacturing. The tool provides an understanding for students and teachers of the content standards imbedded in the curriculum and also examples of how these standards are used in a real world context. These will be made available to mathematics and other academic teachers via a trainer-of-trainer session during Summer 2002, continuing with additional sessions statewide in the 2002-2003 school year	✓ (MDE and Career Development)	
May 2003	MDE will develop a Department-wide process for determining whether or not all subgrantees are making satisfactory progress in meeting state and local goals. (The CEPI student and performance data warehouse will be used to report the data. Contractor data for the 21 st Century Community Learning Grants will also be coordinated with CEPI. When it is determined that a subgrantee is not making satisfactory progress, MDE will implement a multi-step plan that will be developed during the next few months.)	✓	✓
May 2003	The state will establish a Migrant Needs Assessment Committee comprised of key stakeholders from MDE, LEAs, parents, students, and other governmental agencies playing a key role in migrant education. The committee will guide a needs assessment correlating the academic goals of both general and migrant education programs with the current status of those goals.	✓	
May 2003	Collect data related to migrant education.	✓	

May 2003	Office of Field Services will establish an advisory group to address the educational goals and proficiency measures that are included in Title II, Part A (in June). The Group will identify the most effective methods for disseminating information to school districts that serve LEP students (e.g., workshops, conferences, manuals, web sites, etc.) The group will also assist in the development of annual measurable achievement objectives and a system to assure the accountability of subgrantees. The system will be developed and disseminated during the 2002-2003 school year.	✓	
May 2003	MDE will utilize the existing criteria that rely on the impact of high inter- and intrastate mobility as an initial determiner of subgrants. Data gathered from statewide assessments and housed in CEPI's STAR and other indicators in 2001-2002 and 2002-2003 school years will assist in determining additional educational student needs not being met through other state, federal, and local programs. Additionally, an instrument will be devised to assist in determining issues faced by students who are monolingual and lacking in literacy skills as well. Following a review of the data, the MDE will consider an adjustment to the formula utilized for awarding subgrants to LEAs and other agencies.	✓	✓
Ongoing	The Office of Field Services will review parental and community participation in the On Site Review process. The Office will develop a list of practices that are effective in various types of communities.	✓	